

Beschluss der FIBAA- Akkreditierungskommission für Programme



89. Sitzung am 28./29. November 2013

Projektnummer: 13/010

Hochschule: Peoples' Friendship University of Russia, Moscow, Russia

Studiengang: Bachelor of Jurisprudence (LL.B.)

Die FIBAA-Akkreditierungskommission für Programme beschließt wie folgt:

Der Studiengang wird gemäß § 2 Abs. 4 i. V. m. § 2 Abs. 8 der Allgemeinen Geschäftsbedingungen in der zum Vertragsschluss geltenden Fassung unter einer Auflage für fünf Jahre akkreditiert.

Akkreditierungszeitraum: 29. November 2013 bis Ende Sommersemester 2018

Auflage:

Clear, transparent and reliable rules of credit transfer from other programmes in conformity with the Lisbon Convention are to be implemented (see chapter 3.1).

Die Auflage ist erfüllt.

**Die FIBAA-Akkreditierungskommission für Programme am 25./26. September
2014**

Das Qualitätssiegel der FIBAA wird vergeben.



Assessment Report

Higher Education Institution (HEI):

Peoples' Friendship University of Russia, Moscow,
Russia

Bachelor programme:

Bachelor of Jurisprudence

Qualification awarded on completion:

Bachelor of Laws (LL.B.)

Brief description of the study programme:

The main purpose of the "Bachelor of Jurisprudence" programme is to train highly skilled practical experts with wide knowledge of law areas in Russia and abroad, knowledge of foreign languages and competence to deal effectively with professional tasks. The programme conducts the development and implementation of legal norms, ensuring the rule of law, legal education and training. The objective of the programme is to qualify the students for rule-making, expert consulting activity and teaching activity.

Date of opening of the procedure:

November 8th, 2012

Date of filing the self-documentation:

April 11th, 2013

Date of the site visit:

May 22nd/23rd, 2013

Type of accreditation:

Accreditation

Type of programme:

Undergraduate

Intended length of programme:

eight semesters

Mode of study:

Full-time

Initial Start of the programme:

1998

Student intake:

245 students

Programme cycle starts in:

Winter semester

Speed (planned number of parallel years):

One at a time

Number of ECTS point assigned to programme:

240

Hours (workload) per ECTS point:

36 academic hours

Date of the Meeting of FIBAA-Accreditation Commission:

November 29th, 2013

Resolution:

Recommendation of the panel members: The accreditation of the programme is under one condition and is valid for five years.

Duration of Accreditation / retention period:

November 29th, 2013 until end of summer semester 2018

Conditions:

Clear, transparent and reliable rules of credit transfer from other programmes in conformity with the Lisbon Convention are to be implemented (see chapter 3.1).

Proof of meeting the requirements is to be supplied by August 29th, 2014.

Project Manager:

Ass. jur. Lars Weber

Panel members:**Ph.D. Irina Valentinovna Igitova**

Russian Presidential Academy of National Economy and Public Administration
Law Department, Administrative Law Chair, senior lecturer

Prof. Dr. Albrecht Drobniq

University of Applied Sciences Cologne
Professor for International, European and German Business Law

Dr. Michael Spaeth

RUSSIA CONSULTING, Moscow
Director for Business Development

Jan-Gero Alexander Hannemann

University of Regensburg
Student of Laws

Summary

The panels' assessment takes into account the self-assessment and the results of the on-site visit and the statement of the HEI to the assessment report dated October 22nd, 2013.

The Bachelor programme "Bachelor of Jurisprudence" of the Peoples' Friendship University of Russia fulfils with one exception the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) under one condition. It is in accordance with the National and the European Qualifications Framework in their applicable version valid at the time of opening of the procedure. It has a modular structure, has been assigned ECTS points and leads to the academic degree of 'Bachelor of Laws'. The degree is awarded by the higher education institution.

The panel members identify need for action regarding credit transfer. Therefore they recommend the accreditation on condition of meeting the following requirement:

Clear, transparent and reliable rules of credit transfer from other programmes in conformity with the Lisbon Convention are to be implemented (see chapter 3.1).

Proof of meeting the requirements is to be supplied by August 29th, 2014.

The panel members identify furthermore development potential for the programme in:

- alumni-tracking studies should be constantly and structurally undertaken (see chapter 1.1),
- the internships in the programme should be prolonged (see chapter 3.1),
- more different exam forms e.g. case studies, oral exams or group work should be used in the programme (see chapter 3.1),
- the description of the module "Foreign language in the jurisprudence" should clearly define the choices the students have in the module (see chapter 3.1),
- the description of the module "Safety of vital activity" should be overworked and translated correctly including all necessary information (see chapter 3.1),
- the percentage of public law content in the curriculum should be reduced in favour of increasing the percentage of civil law content (see chapter 3.2),
- the implementation of practical content should be increased within the lectures and overall course content (see chapter 3.2),
- the offered legal clinics should be enabled to all students of the programme (see chapter 3.4),
- regarding the HEIs Internet system it should be ensured that all students are always able to receive all necessary material and information they need for successful studying (see chapter 4.4),
- the quantity of library workstations with electrical outlets should be increased (see chapter 4.4) and
- the results of evaluation should be communicated to all relevant parties more systematically (see chapter 5).

The measures the HEI eventually takes in order to implement the recommendations of the panel members are to be considered in the context of the re-accreditation.

Furthermore a set of criteria exists, which exceed the quality requirements:

- "Positioning of the Programme on Education Market" (see chapter 1.2),
- "International Dimension of the Programme" (see chapter 1.3),
- "Interdisciplinarity" (see chapter 3.2),
- "International and intercultural aspects" (see chapter 3.3),

- “nternationality of Student Community” (see chapter 3.3),
- “Communication skills and public speaking skills / team-work and conflict handling” (see chapter 3.4),
- “Guest lecturers“ (see chapter 3.5),
- “Provision of Student Support / Coaching by Teaching Staff” (see chapter 4.1),
- “Process Organisation and administrative Support for Students and Teaching Staff” (see chapter 4.2),
- “Careers Advice and Placement Service” (see chapter 4.5) and
- „Alumni Activities“ (see chapter 4.5).

For the overall assessment please refer to the quality profile at the end of this report.

Institutions Details

Peoples Friendship University of Russia (PFUR) was founded on February 5th, 1960 by the decision of the Government of the USSR. In 1964 the University became a member of the International Association of Universities (IAU) and was awarded the Order of Peoples' Friendship for merits of expert training for Asian, African and Latin American countries in 1975. The PFUR counts three departments (Comparative Educational Policy, Physical culture and Sport and IT in education) and three branch refresher faculties (Teachers of Russian as a Foreign Language, Health Care professionals and Teachers of Foreign Languages). Until now, ten main faculties – Agrarian, Humanitarian and Social Sciences, Engineering, Medical, Russian Language and General Educational Disciplines, Science, Philological, Ecological, Economics and Law – have been established.

Peoples' Friendship University of Russia is due to own information of the HEI the only university in the world welcoming students from 140 countries on an annual basis. Specialist training is carried out in 62 fields and programmes. Roughly 27,000 students, post-graduate students, interns and residents, representing over 450 nations, are currently studying at the PFUR. Furthermore, the University counts 4,500 employees, including 2,200 teachers, of whom 400 are professors holding Doctor degrees, over 900 are associate professors and have Candidate degrees. The PFUR counts over 70,000 graduates.

PFUR is a member of the International Association of Universities and a member of the Eurasian Association of Universities. Also, the University cooperates with the International Francophone Organisation, the Association of Universities of European Capitals and European Association of International Education. The PFUR has currently more than 160 contracts of cooperation with foreign universities and scientific centres and takes part in programmes and forums conducted by the United Nations, UNESCO, the Council of Europe and other international and intergovernmental organisations. Furthermore, it is among the founders of the Cooperation Network of Universities of Europe and Central Asia, the Academic Network of Universities of Eastern and Southern Europe and a member of the University Organisation of the Black Sea countries as well as a participant of Salzburg seminars (Austria) for university staff.

The study programme at hand belongs to the Department of Law which is an autonomous unit within the structure of the Peoples' Friendship University of Russia and was established in 1995.

Description and appraisal in Detail

1. Strategy and Objectives

1.1 Logic and transparency of programme objectives (Asterisk Criterion)

The main purpose of the “Bachelor of Jurisprudence” programme is to train highly skilled practical experts with wide knowledge of law areas in Russia and abroad, knowledge of foreign languages and competence to deal effectively with professional tasks. The students should be provided with the necessary professional skills and general culture by mastering theoretical legal knowledge and skills of their implementation in the professional environment for solving professional problems. The programme conducts the development and implementation of legal norms, ensuring the rule of law, legal education and training. The objective of the programme is that the students are able to solve the following professional problems in accordance with the types of professional activity:

1. Rule-making:

- participation in the development of laws and regulations,
- enforcement,
- justification and adoption of decisions in the limits of position obligations, as well as activities connected with implementation of the real law,
- making up legal documents,
- law enforcement,
- provision of law, order and security of individuals, society and the state,
- protection of public order,
- prevention, suppression, detection and investigation of crime and
- protection of private, state, municipal and other forms of property.

2. Expert consulting activity:

- advice on the law issues and
- legal review of documents.

3. Teaching activity:

- teaching legal disciplines and
- legal education.

Additional objectives of the programme are forming active citizenship, augmentation of moral, cultural and social values and the development of appropriate behavioral skills in the new economic environment.

The programme takes into account the requirements of the professional community (the Association of Lawyers of Russia, the Association of Legal Education, arbitration courts and courts of general jurisdiction, the prosecution) to the quality of training to meet the needs of the economy, politics and business in legal experts.

PFUR states that graduates of the programme are employed in state power and government bodies, educational institutions, law enforcement, foreign and internal agencies of External Affairs in Russia, CIS and other countries and in international organisations. According to PFUR, half of the graduates find employment in state bodies while the other half works in the private sector.

Appraisal:

The objectives of the programme are explained in an intelligible manner and set out consistently in relation to the occupational area of lawyers. They are based on subject-specific and

generic learning outcomes which are in line with the academic state of the art and the level of the qualification to be awarded on completion. The objectives consider specialist discipline and practice both socially and politically as well as personal development.

Students will be encouraged and enabled to take responsibility for their learning and professional development, i.e. in the context of different modules, through teamwork and common curricular and extra curricular projects. The panel also comes to the conclusion that the areas: empowerment, employability and personality/personal development are taken into account by the objectives of the programme.

Regarding the graduates of the programme the reviewers recommend the HEI constantly undertaking alumni-tracking studies by also recording and continuously updating the exact number, status and occupational field of alumni.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1*	Logic and Transparency of Programme Objectives			X		

1.2 Positioning of the programme

As the PFUR states, its education programmes as well as the institution itself are continuously estimated and compared in various ratings. The ratings are aimed at both ranking institutions of higher education and offering orientation for entrants and their parents, as well as for employers, regarding the quality of training at the institution. The PFUR Law Department programme “Bachelor of Jurisprudence” ranked first among law schools and departments in Russia in 2012 according to a wide expert survey. In June 2012, the Department of Law of PFUR has passed public accreditation in the Association of Lawyers of Russia. By this time the Association of Lawyers of Russia has accredited 86 schools of law out of one thousand three hundred universities. According to PFUR, it keeps its leading position on the Russian education market through stable and long-term relations to alumni and external organisations, which allow monitoring changes on the labour market. Another advantage is the international orientation and the attractiveness of the programme for foreign students. The programme implements educational objectives and qualifies specialists with the ability to solve professional problems in different countries of the world.

As mentioned above, law graduates are employed in state power and government bodies, educational institutions, law enforcement, foreign and internal agencies of External Affairs in Russia, CIS and other countries and in international organisations. The demand for graduates was determined by the supervisors of the programme on the basis of the professional area analysis, in particular. PFUR occupies one of the leading positions concerning the demand for graduates of the Law Department. Deep knowledge of one or more foreign languages enables the students to get the qualification of the certified interpreter along with the basic specialty. Thus, law graduates have a unique opportunity to use two or more foreign languages in their work. About 30 percent of the graduates are foreigners, and about 20 percent of graduates work abroad.

According to the PFUR, the “Bachelor of Jurisprudence” degree programme is the major for the Department of Law and takes an important place within the HEI’s overall strategy. PFUR is an international classical university having the following mission: Uniting people of different nations, races and religions by means of knowledge, training qualified specialists highly demanded in various spheres of activity, forming personalities and educating young people

capable of working in any country. One of the most important areas of the University's activities is international cooperation with leading foreign universities throughout the study programmes offered. The international activities of the University are aimed at raising the PFUR's profile within the system of higher education of the Russian Federation and at further integrating into the global educational and scientific community. The Department of Law cooperates with foreign universities both in academic and scientific fields and is the basis for the training of specialists in various fields of jurisprudence able to work both in the Russian Federation, and in any region of the world.

Appraisal:

The described profile and the competence goals are such that the programme – which is held in Russian – can compete on the Russian education market. The HEI has analysed the competition in the Russian education market and took part in various rankings regarding Russian HEIs. As well the graduates of the programme can compete on the job market in Russia and abroad. The future fields of employment for graduates are described plausibly and correspond to the foreseeable demand. To provide the basis for competing on the education market in the future, the panel recommends a stronger focus on the field of civil law in the programme (insofar see chapter 3.2 “content”).

The way in which the programme is incorporated into the HEI's overall strategy is described and clear reasons are given, i.e. focus on cooperation with other Higher Education Institutions and international orientation. The programme pursues qualification goals which correspond to the HEI's concept and strategic planning.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market		X			
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)			X		
1.2.3	Positioning within HEI's overall Strategy			X		

1.3 International orientation of the programme (Asterisk Criterion)

PFUR positions itself as an internationally-focused university. This is mainly determined, as the PFUR explains, by the University's entering the European educational environment, (Russia signed the Bologna Accords in 2003). The Bachelor's and Master's educational levels were introduced in PFUR as early as in 1989. In 2003, the Faculty of Law of PFUR was among the first ones in Russia to implement the system of credits and modules in organizing the teaching/learning process using ECTS-credits, the Faculty also developed a form of the European Diploma Transcript. As the PFUR states, academic mobility has become one of manifestations of the international focus of the Bachelor of Jurisprudence at hand. The teaching language in the programme is Russian. But it is revealed that all courses include the study of contemporary foreign literature, which is available for any student. Once a month the staff of the Department gives lectures in foreign languages by Russian and foreign scholars and practitioners. The Bachelor degree programme includes courses of modern branches of law in foreign countries and eleven subjects in the framework of the international public law. The learning of foreign languages is part of the programme, too. Each year students of

the Department participate in international exchange programmes. The students are trained in leading foreign universities in such countries as France, Spain, Italy, Czech Republic, United States, Finland, Austria, China and others. Also each year, students participate in four to five international law competitions (Jessup, Lachs, Telders, Martens, The Annual Willem C. Vis International Commercial Arbitration Moot) and in 20 international conferences in Russia and abroad.

Appraisal:

The programme objectives and strategy are geared to ensuring internationality in teaching and research as well as graduate employability. In opinion of the panel the programme equips graduates with the skills they need to perform the tasks required in an international environment by means of targeted knowledge and skills development. The orientation reflects in the internationally oriented content (see chapter 3.3 “Internationality”), the foreign language courses, the possibility of student exchanges and the participation of students in international events like conferences.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3*	International Dimension of the Programme		X			

1.4 Gender equality and equality of opportunity

According to the PFUR Mission, working with students is aimed at forming tolerant cross-cultural environment and uniting people of different nationalities, races and religions through knowledge. In the University, the concept of multiculturalism is implemented. At present, the HEI counts students out of 140 countries. Conceptually, the requirements of gender equality and equal opportunities for students in specific life situations (international students, people with migration past, students from social groups with limited access to education, etc.) are considered in PFUR on the basis of the Gender Strategy of the Russian Federation (2002), namely – achieving equal rights for women and men in society, overcoming all forms and manifestations of gender discrimination, creating political foundations and necessary social conditions for the most complete realization of women’s and men’s natural abilities in all spheres of their work, social and private life. As the HEI points out, there is no gender discrimination at admission to/expulsion from the University or at the evaluation of students’ knowledge, at elections or appointments to posts. Since its foundation, a Women’s Committee was founded at the PFUR – an international public organisation uniting students, graduates, attending physicians and trainees of the University. As for research, gender problems in education and in professional activities are regularly researched at the University. Gender aspect is, as the HEI underlines, also considered in most psychological, pedagogical and sociological researches. What is more, material support, employment assistance and medical assistance and personal schedules are offered to students in weak living situations.

Appraisal:

The panel members came to the conclusion that gender equality and the implementation of general bans on discrimination are promoted by the PFUR. The requirements of gender equality are based on national standards. According to the ‘Admission Regulations in the Federal State-Funded Educational Institution of Higher Professional Education “Peoples’ Friendship University of Russia” for Teaching in Main Higher Professional Education Programmes for Academic Year 2012/2013, Order of January 31st, 2012 No. 52, admission of citizens with disabilities may be performed both on the basis of USE results, and on entrance

tests results (in the absence of USE results) conducted by the University. Additionally, upon entrance support is given depending on the categories of the entrant's disabilities. Besides, the PFUR has put effort to ensure equality throughout the whole study programme and on campus, which units multicultural students. Teacher, manager and students have to sign a code of honour, according to which education at PFUR implies mutual understanding and communication in terms of internationalism, friendship and respect for cultural and religious characteristics. Several alternatives for material stimulating students such as academic and social allowances and scholarships have been running in order to offer opportunities for students in weak living circumstances. What is more, a Women's committee dealing with issues relevant for women in education exists. Furthermore an entitlement to compensation for disabilities for disabled students in terms of time and form of examinations is implemented.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	Gender equality and equality of opportunity			X		

2. ADMISSION (ADMISSION PROCESS AND PROCEDURE)

Information on admission is to be found in the 'Admission Regulations in the Federal State-Funded Educational Institution of Higher Professional Education "Peoples' Friendship University of Russia" for Teaching in Main Higher Professional Education Programmes for Academic Year 2012/2013, Order of January 31st, 2012 No. 52.

In order to gain admission to the study programme at hand, Russian entrants have to pass the Unified State Exams (USE), which are standardized examination held in USE Centres. An entrant is entitled to submit his/her USE score to 3 Universities, but not more than to 5 specialties. USE scores confirming successful passing of entrance examinations in each subject shall meet the minimum requirements established by the Federal Agency for Education. The University is entitled to increase the minimum passing score in each examination. Furthermore, a qualifying entrant shall have completed a secondary (complete) general education course. Foreign citizens admitted to the Bachelor's degree programme have to submit a state-recognized certificate of general secondary (complete) or secondary professional education. Foreign citizens do not have to pass entrance examinations and are admitted in terms defined by the Ministry (Regulations for Admission of Foreign Citizens to PFUR in 2012/2013 Academic Year, adopted by the Resolution of the PFUR Academic Board on January 24th, 2012). The following groups of people are enrolled out of competition provided they successfully pass the entrance examinations: Orphans and children without parental care; disabled persons; other groups of people subject to applicable law of Russian Federation.

Transfer from one programme to another normally takes place during the first year. Provision on Student Transfer Regulations of 1998 (as amended under the Minister for Education's orders in 2001 and 2010) establishes the rules of a student's transfer from one educational institution to another (Order on Adopting Procedures for Transferring Students from One Higher Education Institution of the Russian Federation to Another). According to Chapter 4 of the admission regulations named above, admission of Russian citizens to the second and subsequent years is possible along with an undergraduate professional education certificate, academic transcript and higher professional education certificate. Admission of foreign citizens to the University is, according to point 17.1 of the admission regulations, performed in accordance with Chapter 4.

The selection procedure for Russian students takes into consideration results of Russian national academic competitions in relevant subjects and academic competitions held in relevant higher educational establishments. The winners and runners-up of the final stage of Russian national school academic competitions and members of Russian national teams having participated in international academic competitions are admitted without entrance examinations. Entrants can also take a commercial foundation course in general subjects in the University's CDE "Unikum" (preparation to the Unified State Exam (USE) and the examination for State Final Certification (SFC)). No professional background is required.

Since the programme is held in Russian language, all foreign students have to pass through the preparatory/foundation course, where during one year they receive accelerated courses of Russian language and the necessary scientific language for their further studies. Foreign Graduates are certified, after taking appropriate exams, as interpreters of Russian.

In accordance with the admission regulations to the Peoples' Friendship University of Russia for training in the basic educational programmes of higher education, applicants with the specialization in "Bachelor of Jurisprudence" do not submit documents on a foreign language pass in the framework of USE.

As for the admission procedure, Russian citizens are admitted to PFUR upon the results of the Unified State Exam (USE), a passing score regarding the USE is defined. Foreign citizens are admitted in terms defined by the Ministry of Education and Science of Russia. General information on admission of foreign citizens to PFUR is available in English on PFUR's official website. Documents and information governing admission to the University, as well as the competition results, ranked lists containing the score, and enrolment orders are available on the Admission Commission stand and on PFUR's official Homepage. Moreover, information on the admission procedure is to be found in booklets and brochures and communicated during specific open days.

The results will be first summarized and announced. To provide transparency, a list of candidates, giving their score, will be published on the University's official website and displayed on the Admission Commission stand. The enrolment is based upon the highest score. In case of equal score, entrants having other advantages shall be enrolled.

Appraisal:

The admission requirements are defined and transparent. The national requirements are presented and taken into consideration by implementing the State Examination as admission requirement. By enrolling students with the highest score, but also winners of national school academic competitions, the admission requirements ensure that qualified students are admitted. With a view to the opportunity for students to be placed in higher semesters directly, criteria are to be found within the admission regulations.

The results of the Unified State Exam (USE), with a defined passing score are the relevant criteria relating to an admission decision. Also, winner of national educational competitions, which are defined within the above named admission regulations, will be enrolled. The panel holds the view that the selection procedure ensures the acquisition of particularly qualified students in line with the goal of the programme. Professional experience is, as it is also the case in many Bachelor-study programmes in Europe, no admission requirement, and therefore according to the panel not relevant.

Foreign language competence of Russian students is ensured via results in the Unified State Exam (USE); the minimum score is yearly defined by a national body. Sufficient language skills of foreign students in Russian language are ensured as well. Due to the preparatory/foundation course is made sure that the foreign students are able to participate in all

courses and study as successful as Russian students. This was affirmed by foreign students who took part in the site-visit.

The admission procedure is described, explained in a logical and transparent manner and documented for and accessible to the general public. The HEI provides information on the admission requirements and the admission procedure online and in brochures. Prospective students can moreover ask for personal information. The admission decision is based on objectifiable criteria and is communicated in writing.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
2.	ADMISSION (REQUIREMENTS AND PROCEDURE) AND OBJECTIVES					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)			X		
2.3	Professional Experience (* for Master Programmes of the "further Education" Type)					X
2.4*	Ensuring Foreign Language Competence					X
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

3. Implementation

3.1 Structure

The programme "Bachelor of Jurisprudence" provides a four-year education with a total of 240 ECTS-Points. One academic year is credited with 60 ECTS-points whereby in one semester 28 and the other semester 32 ECTS-Points can be achieved. Each credit is based on a notional 36 hours of student study time.

The curriculum consists of the three cycles of Humanities and socio-economic disciplines, mathematics and natural science disciplines and professional disciplines. Each cycle consists of compulsory core disciplines determined by the government standards, compulsory optional disciplines, set by the management of the programme, and the electives. The number of disciplines chosen by a student is more than 30 percent of the optional disciplines of all cycles.

The academic year consists of 40 weeks of theoretical training and finishes with work experience and production practical training (two practicals of two weeks and one four-week practical). In the final semester a final examination is conducted, which includes the defence of the final thesis and the passing of state examinations, in accordance with the State Educational Standard of higher professional education for the study programme at hand. The bachelor thesis comprehends 9 ECTS-Points. The preparation time for the bachelor Thesis is six weeks. The State examination includes a test (computer testing using test programmes) and the main part (in oral and written forms), lasts two weeks and is credited with 3 Credit Points.

Credits are accumulated for all compulsory kinds of work determined by the Federal State Educational Standard (FSES), namely disciplines (including all kinds of assessment), practical training and the final attestation.

Assessments could be test papers, workshops, essays, term papers or interim attestation. Term examinations are conducted in periods of examination sessions, usually in the form of a test and a written work which duration is two academic hours.

As for the application of the European credit Transfer and Accumulation System (ECTS), the main elements of ECTS-system have been used according to the PFUR, that is to say the implementation of credits, grades in accordance with ECTS and characteristics of the educational workload.

Students who received positive grades for all courses (term papers, practical training) in the basic educational programme during a semester are considered to have fulfilled the basic educational programme and are allowed to continue further training in accordance with the schedule of the academic process.

Within the framework of ECTS there is a point-rating scale, which implies not absolute but relative grading. The student rating is set according to the results achieved in the course of training in a discipline or educational programme. The level of the students' results determines the students' position in the rating scale and is proved by the given mark in accordance with an appendix to a higher education certificate. A Diploma Supplements has been introduced.

Modules according to the Russian State Educational Standards have been described in module descriptions enclosing purposes and targets of the subject, contents, final results (knowledge, abilities and skills), acquired competences and a list of obligatory and recommended literature. The description of subjects is uploaded by educators in the local network of the institution or on their personal web page. The mastering of each specific subject (module) is usually terminated by an examination.

Requirements for the volume and structure, admission procedure as well as requirements to the State Examinations and assessment as a whole are defined by regulating documents of People's Friendship University of Russia (assessment regulations, standard regulation about final certification, regulations on the procedure of the internship of students in the Peoples' Friendship University of Russia, regulations on the course examinations and credits in PFUR, regulations on the graduation thesis and regulations on the State Final Certification of Graduates in PFUR).

The maximum amount of students' workload is 54 academic hours a week, including all kinds of classroom and extracurricular (independent) work. The determination of the provided ECTS-Points implies the analysis of the students' real workload in studying particular subjects, while carrying out all the assignments set by teaching materials, such as essays, reports, etc. for receiving positive assessment in the given discipline. This work is conducted by the chairs responsible for teaching disciplines and for the quality of students' training. The teaching staff is to work out the strategy for the best use of students' time and resources; it is to determine the optimal ratio of classroom workload and independent work time. These study aids should be based on the results of the survey of students, who have completed training in the discipline, and their statistical analysis.

In case of significant mismatch between the students' workload in the particular discipline and the credits for this discipline, the chair is either to modify or revise the discipline curriculum or request the Department Council to change the workload of the given discipline in the curriculum.

Appraisal:

In the structure of the student workload the ratio of core subjects, specialisations and optional electives is weighted in a balanced manner. Several optional classes on different issues provide, as the panel holds the view, the opportunity to broaden and systematize the theoretical and problem content of the obligatory courses. The structure therefore helps to set the objectives of the student workload and the students to acquire the skills related to the objective. Also, the amount of credit points per semester is evenly spread throughout the study programme. The panel appreciates the compulsory internships in the programme but recommends prolonging them. Eight weeks altogether seem short for practical experiences in a programme of eight semesters. Through prolonging the practicals the requirement of skills for the students could be enhanced.

Credit points and workload specifications have been implemented. Also, the concept of modularisation has been introduced to the programme. Relevant in this context is that the Russian system of education does not have a single definition of a "module". Usually, a module is an educational discipline divided into several semesters.

The module descriptions contain in particular a detailed description of the learning outcomes and acquisition of skills. Clear and reliable information about all assignments is to be assured via the module descriptions since, according to the module descriptions, each module is assessed via final certification (two academic hours in the form of test and written work) only. To assess the students' knowledge the score-and-rating system is used. According to the rules, an attestation for a discipline is held at the end of each semester. Regardless the definition the panel has come to know that not only assessments are being held by the end of each semester in each discipline, but also other forms of assessment are being used during the semester. The panel assesses the number and frequency of examinations as appropriate but regarding the predomination of tests and written work the panel recommends to use different exam forms e.g. case studies, oral exams or group work more regularly.

However, the description of the module "Foreign language in the jurisprudence" is unclear. The module is described as a compulsory course and as the language of teaching are itemised English, French, German, Spanish and Chinese. Information about the choices between the languages are missing (Russian students have to choose two of the five languages; foreign students choose one of the five languages or Russian). Without the specification the description is mistakable and the panel recommends giving all necessary information for interested parties in the description, especially regarding the Russian course for foreign students.

Also, the description of the module "Safety of vital activity" is incomprehensible. As the panel learned this module is to be held in every programme and deals with the issue of life safety. The translation is partially not adequate for giving sufficient information of the course for foreign students. The panel recommends overworking the module description and translating it correctly and intelligible into English. An overworked description was added to the statement from PFUR. In the opinion of the panel the description still does not include all relevant information. E.g. there is no clear information about the ECTS-points and further information of the examination is missing.

A set of study and examination regulations exists and this has been verified by legal experts. The structural requirements for the programme have been implemented. The option of spending periods of time at other HEIs and in practice without any loss of time is envisaged in relation to the mode of study, mainly via cooperation with other HEI. However, the process as well as criteria of credit transfer from programmes offered by the same or another institution, as laid down in the Lisbon Convention, has not become clear to the reviewers. With respect to the Lisbon Convention, which was ratified by Russia in May 2000, rules for the recognition of credits achieved at other higher education institutions or externally achieved

credits have to be laid down within the study programme concept. Consequently, the panel advises the accreditation under the **condition** that the HEI assigns clear, reliable and adequate rules of credit transfer from other programmes in conformity with the Lisbon Convention within the study regulations.

A manageable student workload is ensured in the programme through consideration of the expected admission qualifications (see chapter 2), a suitable curriculum design and a plausible workload calculation which is monitored regularly.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.1	Structure					
3.1.1	Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.1.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation			X		
3.1.3*	Study and Examination Regulations				condition	
3.1.4*	Student workload			X		

3.2 Content

The module structure is shown in the following illustration:

Sample Curriculum Overview											
Here: Bachelor's Programme "Jurisprudence", 8 Semesters											
Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
B1	Humane, Social and Economical Course	10	0	0	0	0	0	0	0	162	198
B.1.B	Basic Unit										
B.1.B.1	Foreign language in the jurisprudence/Russian language	4								72	72
B.1.B.4	Legal ethics	2								18	54
B.1.B.5	Safety of vital activity	2								36	36
B1.B	Variative Unit										
	Optional subjects (1 from 4)	2								36	36
B.1.V.1	General Psychology										
B.1.V.2	Logic										
B.1.V.3	The bases of the social State										
B.1.V.4	History of Russia										
B.2.	Information-legal Course	2	0	0	0	0	0	0	0	54	18
B.2.B	Variative Unit										
B.2.V.1	Mathematics and Computer Science	2								54	18
B.3.	Professional Course	16	0	0	0	0	0	0	0	288	288
B.3.B	Basic Unit										
B.3.B.1	Theory of State and Law	4								72	72
B.3.B.2	History of domestic (Russian) State and Law	4								72	72
B.3.B.3	History of State and Law of foreign countries	4								72	72
B.3.B	Variative Unit										
B.3.V.2	Law-enforcement Bodies	4								72	72
	Physical Education										
Example 2nd Semester											
B1	Humane, Social and Economical Course	8	0	0	0	0	0	0	0	144	144
B.1.B	Basic Unit										
B.1.B.2	Philosophy	4								72	72
B1.B	Variative Unit										
B.1.V.1	Foreign language/Russian language (2 level)	2								36	36
	Optional subjects (1 from 2)	2								36	36
B.1.V.7	Russian Language and Culture Speech										
B.1.V.8	Language and Law: legal Linguistics										
B.2.	Information-legal Course	6	0	0	0	0	0	0	0	90	126
B.2.B	Basic Unit										
B.2.B.1	Information Technologies in legal Activity	4								54	90
B.2.B	Variative Unit										
	Optional subjects (1 from 2)	2								36	36
B.2.V.4	ICT in legal Translation										
B.2.V.5	Oratory of Lawyers										
B.3.	Professional Course	18	0	0	0	0	0	0	0	324	324
B.3.B	Basic Unit										
B.3.B.1	Theory of State and Law	4								72	72
B.3.B.2	History of domestic (Russian) State and Law	4								72	72
B.3.B.3	History of State and Law of foreign countries	3								72	36
B.3.B	Variative Unit										
B.3.V.1	Roman Law	4								72	72
B.3.V.4	Term Paper	2								0	72
	Physical Education	1								36	0

Example 3rd Semester										
B1	Humane, Social and Economical Course									
B1.B	Basic Unit									
B.1.B.3	<u>Economics</u>									
B1.B	Variative Unit									
B.1.V.1	Foreign language/Russian language (2 level)									
B.2.	Information-legal Course									
B.2.B	Variative Unit									
	Optional subjects (1 from 2)									
B.2.V.2	Concepts of modern natural Science									
B.2.V.3	Political Map of the World									
B.3.	Professional Course									
B.3.B	Basic Unit									
B.3.B.4	<u>Constitutional Law</u>									
B.3.B.5	<u>Administrative Law</u>									
B.3.B.6	<u>Civil Law</u>									
B.3.B.8	<u>Criminal Law</u>									
B.3.B.10	<u>Eological Law</u>									
B.3.V	Variative Unit									
B.3.V.3	<u>Municipal Law of Russia</u>									
	<u>Physical Education</u>									
Example 4th Semester										
B.3.	Professional Course									
B.3.B	Basic Unit									
B.3.B.4	<u>Constitutional Law</u>									
B.3.B.5	<u>Administrative Law</u>									
B.3.B.6	<u>Civil Law</u>									
B.3.B.7	<u>Civil Procedure</u>									
B.3.B.8	<u>Criminal Law</u>									
B.3.B.9	<u>Criminal Procedure</u>									
B.3.B.11	<u>Land Law</u>									
B.3.B	Variative Unit									
B.1.V.1	Foreign language/Russian language (2 level)									
	Term Paper									
	<u>Physical Education</u>									
B.4.	Internship									
B.4.B.1.	<u>Intemship , 2 weeks</u>									
Example 5th Semester										
B.3.	Professional Course									
B.3.B.12	<u>Constitutional Law of foreign Countries</u>									
B.3.B.5	<u>Administrative Law</u>									
B.3.B.6	<u>Civil Law</u>									
B.3.B.11	<u>Land Law</u>									
B.3.B.8	<u>Criminal Law</u>									
B.3.B.9	<u>Criminal Procedure</u>									
B.3.B.13	<u>Public international Law</u>									
B.3.B.14	<u>Forensic Science</u>									
B.3.B.15	<u>Financial Law</u>									
B.3.B.7	<u>Civil Procedure</u>									
	Optional subjects (1 from 2)									
B.3.V.4.	<u>The problem of human Rights Activities</u>									
B.3.V.5.	<u>Corruption crimes</u>									

Example 6th Semester												
B.3.	Professional Course							32	0	0	684	468
B.3.B.6	Civil Law							4			72	72
B.3.B.8	Criminal Law							3			72	36
B.3.B.13	Public international Law							3			72	36
B.3.B.16	Forensic Science							2			54	18
B.3.B.17	Labour Law							3			72	36
B.3.B.15	Financial Law							2			72	0
B.3.B.7	Civil Procedure							3			72	36
B.3.B.18	International environmental Law							2			54	18
B.3.B.19	Professional skills of the lawyer							2			36	36
	Optional subjects (1 from 3)							2			36	36
B.3.V.5.	Antimonopoly Law											
B.3.V.6.	Company Law											
B.3.V.7.	Judicial System											
	Optional subjects (1 from 2)							2			36	36
B.3.V.8.	Territorial disputes											
B.3.V.9.	Public international Law and the scientific and technical progress											
	Optional subjects (1 from 5)							2			36	36
B.3.V.1 0.	Banking Law											
B.3.V.1 1.	Lawyer in Criminal Procedure											
B.3.V.1 2.	Legal Regulation of Labour for different Categories of Workers											
B.3.V.1 3.	International Protection of human Rights											
B.3.V.1 4.	Nature-resources Law											
	Term Paper							2			0	72
Example 7th Semester												
B.3.	Professional Course							22	0	0	448	344
B.3.B.19	Administrative Justice										56	52
B.3.B.20	Commercial Law										56	52
B.3.B.21	Law of international Organizations										28	8
B.3.B.22	Labour Law										56	52
B.3.B.23	Private international Law										56	52
B.3.B.15	Financial Law										28	8
B.3.B.24	Legal Psychology										42	30
B.3.B.25	Criminal-Executive Law										42	30
	Optional subjects (1 from 2)										42	30
B.3.V.1 4.	Comparative Jurisprudence											
B.3.V.1 5.	Judicial Technique											
	Optional subjects (1 from 6)										42	30
B.3.V.1 6.	Drafting of international Contracts											
B.3.V.1 7.	Prosecutor's order											
B.3.V.1 8.	History of the Law Codification of foreign countries in the XIX-XX centuries.											
B.3.V.1 9.	International Maritime Law											
B.3.V.2 0.	Legal regulation of equity market											
B.3.V.2 1.	Law-enforcement Bodies of Russia and foreign Countries											
B.4	Internship							6	0	0	216	216
B.4.B.2.	Practical, 4 weeks							6			0	216

Example 8nd Semester											
B.3.	Professional Course							17	216	396	
B.3.B.26	European Union Law							2	24	48	
B.3.B.20	Commercial Law							2	24	48	
B.3.B.22	Labour Law							2	24	48	
B.3.B.23	Private international Law							2	24	48	
B.3.B.27	Law of Treaties							1	16	20	
B.3.B.28	Family Law							2	24	48	
B.3.B.29	Criminology							2	24	48	
B.3.B.30	The Law of the Council of Europe							2	24	48	
	Optional subjects (1 from 5)							1	16	20	
B.3.V.2 2.	Sectoral Cooperation										
B.3.V.2 3.	Modern psychotechnologies in Law-enforcement Bodies										
B.3.V.2 4.	Customs Law of Russia										
B.3.V.2 5.	Municipal Law of foreign Countries										
B.3.V.2 6.	International civil Procedure										
	Optional subjects (1 from 5)							1	16	20	
B.3.V.2 7.	Lawyer in Civil Procedure										
B.3.V.2 8.	Theory and practice of forensic examination										
B.3.V.2 9.	Machinery of State and Bases of Management										
B.3.V.3 0.	Diplomatic and Consular Service										
B.3.V.3 1.	Energy law										
B.4.	Практики							3	0	108	
B.4.B.3.	Practical, 2 weeks							3	0	108	
C	Bachelor Thesis							9		324	
BA	State Examination							3		108	
total		28	32	28	32	28	32	28	32	4128	4512

The curriculum includes the required number of disciplines of general cultural and professional nature, educational and production practices, which result in the required competence to perform professional tasks. The content of all disciplines covers different aspects and areas of the disciplines being studied, whether it is independent or in the system of law.

The Bachelor degree programme "Bachelor of Jurisprudence" meets the state educational standard requirements. Therefore, according to PFUR, the programme description is the only possible name for the programme used for teaching in Russia. Corresponding to this, the qualification title is "Bachelor of Laws".

Theoretical knowledge gained by students in the process of learning, is aimed at the area of its practical application for employment according to the students' specialty. Such components of the learning process as "work experience" during a semester or practical training are considered to be a link between theoretical knowledge and its practical implementation. Through practical training there should be a reinforcement of knowledge and skills acquired by students as a result of the development of academic courses, acquisition of the necessary practical knowledge and skills in their professional activities. Objectives of the integration of theory and practice are among others:

- to develop legal culture as a critical component for successful solution of tasks in the future professional activity,
- to learn best practices in the chosen profession,

- to collect and process materials for term papers and research work,
- to be able to reason and take decisions while performing professional duties, as well as
- to perform actions related to the implementation of the civil law.

As the HEI describes, great attention is paid to issues of interdisciplinarity in the study programme at hand. Training begins with the study of fundamental theoretical disciplines which allow students to master separate (special) disciplines. The process of teaching involves not only the teaching staff of the Law Department but of other departments as well. The curriculum includes subjects dealing with humanities, social and economic subjects as well as the History of Russia, Politics and Political Theory, mathematical and natural sciences and philosophy.

Likewise, great importance is given to the training of methodological competences, specifically understanding theories, practical application of knowledge and getting familiar with values and attitudes by implementing different approaches like activity approach, cultural approach, communicative approach and others. Using a variety of methods, students learn to understand and compare the material from specialized sources. The programme offers the following general methods: universal (philosophical) method, general scientific methods (analysis, synthesis, induction, deduction, the method of system analysis, functional method, structural, historical); specific scientific methods (sociological, statistical, mathematical), special legal methods (the technical method, comparative law method, method of study of law effectiveness.) Students also learn to perform analysis and synthesis of scientific literature, to make comparisons, use testing techniques and write essays. The results of this research work are scientific reports, term papers, Bachelor thesis and scientific papers which are published in journals of the Department.

The aim of the final certification is to determine the proficiency level of the graduate to perform professional tasks and the compliance with the requirements of educational standards. Besides writing the Bachelor Thesis the students have to pass the state examinations. The state exam consists of two parts:

- Testing – the developed tests are reviewed by external experts and approved annually by the Academic Council of the Department of Law and
- the state exam – the state exam is conducted on a fixed date and verbally.

In accordance with the educational standards the student takes two state exams, the first is in the discipline „Theory of the State and Law“, the other exam is in the discipline in accordance with the specialization. In case the state exam is passed successfully, the student defends his graduation paper. The defense is conducted verbally.

Appraisal:

The curriculum takes the programme objectives into consideration to a sufficient extent. There is a balanced mixture of modules in terms of content and they are arranged in a logical sequence. Also, regarding the sequence of the modules, they are logically aligned to one another and with the qualification and competence goals. The electives included on the programme (compulsory electives) or optional electives enable students to acquire beneficial skills in accordance with their own preferences.

Regarding the state requirements for Curricula of Bachelor of Laws-programmes the content of subjects of public law predominates the content of civil law subjects. Now that the PFUR has the opportunity to arrange the curriculum without being obligated to fulfil state requirements the panel recommends to reduce public law content in the programme in favour of enhancing civil law content. A more balanced content of public and civil law would, in the

view of the panel, not only enhance the employability of the graduates (see chapter 3.6) but correlate more with the objectives and the generalistic orientation of the programme.

The reasons for the qualification title are given and the title is in line with the focus of the programme content and the national requirements. Also, the programme description corresponds to the content of the curriculum.

Theory and practice are sufficiently combined throughout the curriculum. The three provided internships are envisaged to link theory and practice as well. To further promote the employability on the programme, the panel recommends that the implementation of practical content should be increased within the lectures and overall course content.

The quantity of different disciplines and subjects in the curriculum is above-average. Interdisciplinary thinking and preparation for interdisciplinary cooperation form one of the main components of the programme and are especially suitable to promote the achievement of the competence goals.

Finally, the programme ensures that graduates have methodological competence, are empowered to conduct academic work and can understand and assimilate specialist literature. The panel especially appreciates the high amount of scientific papers of the students which are published regularly.

The level of performance in examinations and the thesis are aligned with the learning outcomes of the module in terms of form and content. The requirements are in line with the level necessary to attain the qualification in question. Altogether the students have provided evidence that they are capable of doing academic work and that the learning outcomes are achieved in the programme.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.2	Content					
3.2.1*	Logic and conceptual Coherence of Programme / Curriculum			X		
3.2.2*	Rationale for the Qualification Title			X		
3.2.3*	Reasons given for programme description			X		
3.2.4*	Integration of Theory and Practice			X		
3.2.5	Interdisciplinarity		X			
3.2.6*	Methodological Competence and Academic Work			X		
3.2.7*	Performance in Examinations and Thesis			X		

3.3 Internationality

The international focus of the programme reflects in the curriculum. In various disciplines international and intercultural aspects are included. These disciplines are among others:

- Constitutional Law of foreign Countries,
- Public international Law,
- International environmental Law,
- Public international Law and the scientific and technical progress,
- International Protection of human Rights,
- Law of international Organisations,
- Drafting of international Contracts,
- International Maritime Law,
- Law-enforcement Bodies of Russia and foreign Countries,
- European Union Law,
- The Law of the Council of Europe,
- Municipal Law of foreign Countries and
- International civil Procedure.

Besides, every year students of the programme have the opportunity to take summer internships at various HEIs of the world.

Students from more than 140 countries of the world are studying at the PFUR. Through this a unique multi-cultural atmosphere is established. In the “Bachelor of Jurisprudence” programme are African, Asian, Latin-American and European students from 44 countries of the world. The majority of foreign students returns to their native countries after graduation and start their professional activity there. According to PFUR, this indicates the international employability of the graduates.

A great number of teachers in the study programme at hand have gained international experience either on an educational level or via practical experience. Also international experts are invited for guest lectures or professors in Master programmes on a regularly basis. According to the HEI, the experienced foreign teaching staff enables the students to get deep knowledge in the areas of foreign and international law under the given programme as a whole and under the course programmes in particular.

Language skills in foreign languages are part of the curriculum. Russian students have to choose two foreign languages. Foreign students have obligatory courses in Russian as a foreign language and choose one more foreign language. The following languages can be chosen: English, French, German, Spanish and Chinese. The foreign language course is aimed at forming foreign language communicative competence in a variety of professionally-oriented speech activity of lawyers, based on the starting level of foreign language knowledge. The course provides the development of professionally oriented translation competence to deal with the language material in the framework of the course programme. This includes the ability to interpret and translate parts of special/scientific texts and legal documents from a foreign language into Russian and from Russian into a foreign language in accordance with the native and the target languages.

Disregarding the language courses, the curriculum of the programme is held in Russian. But the students do have opportunities to prepare graduation papers in a foreign language with the agreement of the professor.

Appraisal:

The high amount of international content in the curriculum is an emphasis of the programme. The panel members came to the conclusion that the international orientation of the pro-

programme equips graduates with the skills they need to perform the tasks required in an international and intercultural environment. A significant proportion of the student community comes from abroad. The resulting exchange between the students promotes the international employability of graduates. Furthermore the international composition of the teaching community corresponds to the requirements and affords the acquisition of skills.

The foreign language courses with their contact hours and the used foreign language material as well as used materials of modules with international content are sufficient to promote the employability of graduates on a continuous basis. The intended communicative competence for the vocational field of lawyers complements the achievable skills of the international content of the programme.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.3	Internationality					
3.3.1*	International and intercultural aspects		X			
3.3.2	Internationality of Student Community		X			
3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content			X		

3.4 Additional acquisition of knowledge and skills

General cultural competencies dealing with ethical issues and related to management skills and concepts of leadership are an integrated part of the study programme. The students study such disciplines as Professional Ethics, Philosophy, Logic, General Psychology and Economics. Among the area of natural science students study such disciplines as Mathematics, Computer Science and Information Technologies in Jurisprudence. Other aims of the programme are forming active citizenship, augmentation of moral, cultural and social values and the development of appropriate behavioral skills in the new economic environment. Main lines of attitude development are among others:

- the formation of the modern scientific outlook and the system of basic values and moral education,
- the formation of health environment and a healthy lifestyle and
- the formation of competitive qualities.

The Bachelor programme implies the use of interactive teaching methods. In most disciplines, professors organise simulation trials, where each student is given his own role. Also, as part of the creative work, brainstorming sessions are conducted, where only two to three students take part in a discussion or a situation, while the rest of the students is observing.

In the framework of the programme the students are taught to acquire communication and public speaking skills. The fundamental discipline is "Lawyer Rhetoric". Persuasion skills and the developing of the ability to find the right solution to conflict situations is intended and trained in classroom-training or role playing games. Another offer of the Department of Law are legal clinics where practical experience is provided to groups of selected students.

To consolidate the acquired skills the students monthly participate in the scientific student societies organised by all the Chairs of the Law Department. Students receive practical skills of conflict situations resolution by participating in the Student Advisory Office. They also participate in the Litigation Arbitration Mediation Club making decisions on the case, representing clients in the court of international commercial arbitration and resolving the dispute through mediation.

Appraisal:

As the panel states, the development of generic skills such as ethical aspects, managerial skills and management concepts as well as an educational component, which is not specifically related to the final qualification, is provided on the programme on a consistent basis. Among others, specific modules on (legal) ethics and corruption crimes are included in the curriculum. The panel appreciates the offered legal clinics and recommends enabling the additional acquisition of skills through this for all students of the programme.

Also, in a number of modules, students are required to present the results of their studies and practice teamwork, whereby the ability to publicly communicate is convincingly fostered. Communication skills and public-speaking skills as well as team-work and conflict resolution are strongly nurtured by means of knowledge and skills development on the programme and students practice the techniques individually in several activities.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or research-oriented skills (only for Master programmes)					X
3.4.2*	Generic Skills			X		
3.4.3*	Communication skills and public speaking skills / team-work and conflict handling		X			

3.5 Teaching Methodology

The teaching function can be expressed in providing students with knowledge, skills and abilities they need in their future professional activities. All the disciplines of the programme are closely related to each other and arranged in such way that the students receive basic knowledge at first, and then specialized (professional) knowledge. The task of the professor is to acquaint students with new scientific knowledge to help them realize their potential in independent work. That is why the process of training is organised in the following way:

- Lectures inform the students about the theoretical foundations of legal disciplines and support theoretical information with examples from current experience to improve the process of learning.
- Practical classes implement competency approach along with active and interactive methods of teaching (business and role-playing, case studies, psychological and other kinds of training).
- Independent practical extracurricular work of students is possible. It implies independent analysis or practical projects and operational training on the results of written papers or talks.

All the forms and methods of teaching, their workload and themes are presented in teaching materials in all disciplines on a mandatory basis, they are available on the professor's site of the PFUR academic portal or on the site of the Law Department. The material in all academic disciplines and practical training is constantly maintained and updated by the responsible teachers.

Seminars are held which include broad conversations, reports and their discussion, workshop surveys, discussion of written works, theoretical conference or debates. In lectures as well as in seminars methods such as brainstorming, student self-study and role plays should enhance the students' cognitive activities.

To improve students' practical competence legal practitioners and representatives of public authorities with great professional experience conduct classes. These lectures and seminars contribute to the development of scientific and practical abilities and skills of students. In addition, students get the opportunity to get acquainted with potential employers.

In accordance with the requirements of the federal state educational standard of the Bachelor degree programme in Jurisprudence in the process of study students acquire the skills of teaching. Fourth-year students and master degree students from other programmes consult younger students in several disciplines, to help in the choice of literature for writing term papers, as well as to give a seminar under the guidance of the supervisor.

Appraisal:

The logic of the teaching methodology is adequate to lead students to the final qualifications; it is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme and tailored to the specific modules. What is more, case studies and role games are used as part of the curriculum and are aimed at developing the students' skills.

The course materials are in Russian language, so not every panel member had the possibility to take a personal look at them. Because of the impression of one panel member and the detailed module descriptions the panel is convinced that the quantity and quality of the material is sufficient to engage the students in further independent study. This has been confirmed by the students of the programme in the talk round with students and alumni during the on-site visit.

Additionally to the regular study programme, guest lecturers teach on a regular basis in the programme. These guest lecturers come from a variety of occupations and bring special experience to teaching, which improve the employability of students through greater insight into professional practices in detail.

Student assistance is part of the support strategy by involving older students in training for younger students. The panel holds the view that student assistance in lectures is not relevant in the Bachelor programme, since broad and continuous support is provided by the lecturers.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials			X		
3.5.3	Guest Lecturers		X			
3.5.4	Student Assistants involved in Teaching					X

3.6 Skills for employment / Employability (Asterisk Criterion)

The programme aims to meet the needs of innovative development of Russian law and the economy for highly qualified professionals with world-class knowledge, skills and experience necessary for professional work in the global competitive environment, including the area of law, science, education, government and business. The PFUR states that the curriculum is arranged in such a way that the graduates have - among others - the following general competences:

- awareness of the social importance of their future profession, intolerance to corruption, respect for the law and a high level of professional legal awareness,
- the ability to be diligent in performing professional duties and to observe the principles of ethics of a lawyer,
- competent use of the acquired skills to organise research work and to lead people as well as
- foreign language skills.

The students possess the following professional competences:

- the ability to develop regulations in law enforcement,
- the ability to skillfully apply regulations in specific areas of legal practice, to implement the material and procedural law in the professional activity,
- in law enforcement,
- to be ready to execute professional duties to ensure law and order and security of the individual, society and the state,
- to be able to detect, prevent, disclose and investigate law violation,
- to be able to prevent law violation, identify and remove causes and conditions that contribute to their occurrence and
- to be able to identify, evaluate and suppress corrupt practices.

They are able to do expert consulting activities such as:

- to identify, evaluate and suppress corrupt practices,
- to interpret regulatory legal acts with competence,
- to take part in conducting legal due diligence of draft regulatory legal acts in order to identify provisions for corrupt practices and
- to make optimal management decisions and to perceive, analyse, and implement management innovations in professional activities.

Appraisal:

The curriculum is aligned to the skills objective and a qualification awarded on completion for a profession which has a clear profile in terms of content. The content of the programme and the reachable learning outcomes are such that the students achieve employability. But once again the reviewers recommend to enhance the percentage of civil law and to reduce public law in the curriculum to satisfy more the students who prefer working in the area of civil law. However, the reviewers recommend as well investigating employability on domestic and international markets by evaluating the careers of the HEI's Alumni constantly (see also chapter 1.1 "Logic and transparency of programmes objectives").

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.6*	Skills for Employment / Employability			X		

4. Academic Environment and framework conditions

4.1 Teaching staff

The "Bachelor of Jurisprudence" programme is implemented by scientific and teaching personnel having, as a rule, relevant major education according to the subject they teach, and scientific degrees, and systematically performing scientific and scientific-methods activities. The share of teachers with advanced degrees is over 80 percent. 70 percent of the teaching staff have great practical experience in the legislative and executive bodies, the prosecutor's office and the police, the courts, advocateship and notaries or are currently practical experts. When preparing the curriculum, the involvement of teachers in other education programmes and their teaching load are, due to information of the PFUR, taken into consideration. The scientific content and the educational part of the Bachelor's degree programme is generally managed by the University's full-time staff member having a doctoral degree and/or the title of full professor for the relevant area and at least three years of experience in higher Professional education institutions. The Department also pays great attention to training junior professionals under the Department's post-graduate programmes. Also, the education programme may only be implemented by teachers who have passed competition in accordance with the internal order and been interviewed by the Programme's head and coordinators. The procedure of appointing a teacher to the position (on the competitive basis) is performed considering the University's strategic and professional requirements (Rector's Order № 107, dated February 8th, 2011). The attestation commission will then decide whether the teacher's qualifications are sufficient for the current position or if the applicant does not qualify for the current position.

40 doctors of science and 101 candidates of science are involved in research work at the Law Department. The academic teaching staff of the Department publishes annually more than 700 scientific papers and 20 monographs, about 7 classified manuals and 6 classified textbooks. Russian Science Citation Index of the academic teaching staff counts 1258 citations. The academic teaching staff guides scientific research on a commercial basis. The main funding sources are the Ministry of Education and Science (15 percent), research funds and grants (40 percent), civil contracts to perform research and development (30 percent) and the Russian Federation President's grants (15 percent). The priority research areas of the Department are Comparative Law, Human Rights Watch and Law of Foreign Countries.

Various pedagogical training programmes carried out at the University and outside allow the teaching staff to improve teaching skills and methods, to learn about the latest techniques of the educational process and to use modern technologies in the classroom work.

Intramural cooperation is implemented within the framework of educational-methodical commission of the University conducting monthly meetings for considering educational and methodological issues. Also discussed are the development and implementation of the programme, coordination of modules and programmes, the certification of teaching materials in disciplines, the specification of practical training types and the development and approval of curricula. In addition, the Department of Law regularly organises joint meetings, which are attended by the teaching staff to share experience and address issues of educational and organisational nature.

In the process of training students have the opportunity to regularly receive consultation by professors. The consultation should help the students to master skills and provide effective course of study. Consultations are held weekly at the pre-set time. In addition, students can communicate with professors via e-mail and chat on the individual web pages with the access on the PFUR academic portal. In addition, professors consult the students who are below their fellows.

Appraisal:

The structure and number of teaching staff correspond with the programme requirements. A Cross-linking matrix shows the availability of the required capacity to implement the programme. Appointment procedures are implemented taking account of the strategic and professional requirements of the HEI. According to the CVs the practical experience of the teaching staff is in line with the requirements of the programme for teaching. Besides, a number of lecturers have long-year experience in teaching. In addition, the staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. As the panel has come to know, there is a regular offer to the lecturers to take part in further educational and pedagogical trainings.

Internal collaboration and coordination to agree on the modules and overall is ensured systematically. The department regularly hosts joint events, in which all of the HEI's teaching staff participates.

As affirmed by students of the PFUR during the on-site visit, the counselling of students by teaching staff is intensive. Student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis. E-mails are answered fairly quickly. Where necessary, the students are given support with academic and related issues. Altogether the students have no serious complaints.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff		X			

4.2 Programme Management

The programme supervisor – the Dean of the Department of Law and Head of the Chair of Civil and Labor Law – arranges, as the PFUR claims, near-term and long-term academic process planning within the Bachelor's programme at hand considering its goals and objectives. As well the other Heads of all the Chairs of the Law Department and the PFUR-Rector are involved in the management of the programme. The Heads of the Chairs are responsible for the quality of teaching disciplines. Programme supervisors set the requirements for aims and objectives of the programme, coordinate work of the professors involved in the implementation of the programme and ensure their joint work. An educational-methodical commission of the Department gives suggestions, regarding the curriculum and other issues of teaching and methodical nature, to be considered by the programme management.

At weekly meetings the programme supervisors listen to the reports made by the Deputy Dean for Academic Affairs on students' training and organisational issues. A detailed certification analysis is carried out at the end of the semester, and the decisions aimed at improving organisation and the quality assurance of training are taken. A student commission on the quality of training continuously monitors discipline requirements and quality of training. The results of this monitoring programme are reported to the supervisors for decision making.

The organisation of training is as follows:

- At a first stage developing and approving the curriculum and graphical schedule are carried out. The curriculum provides an opportunity for individual training of students independently. Thus, having attended introductory lectures a student signs his individual plan of training for a year, where he indicates the disciplines to be studied.
- The second stage is the stage of students' training. This includes classroom work and extracurricular activities. Formative assessment conducted in the middle of each semester enables to determine the quality of teaching and proficiency level of students. At the end of each semester a student is assessed in accordance with the current certification. Practical training is conducted too.

- The third stage includes activities in the framework of the final certification of students. Certification of students consists of the state exam and the defense of the bachelor's graduation paper.

Upon their acceptance into the programme, students are provided with Information, which helps them to navigate administrative issues and explains all the necessary steps and certain offices they need to see while having questions. Admission support regarding courses and programmes, questions about the University, specific entry requirements, housing, registration, etc. is an essential part of student support.

An advisory board functions in order to form teaching and methodical principles, approve the curricula and to monitor the quality of teaching. The Board members are the Chairman, the Secretary and leading professors, doctors and candidates of science. The responsibilities of the Board include among others:

- giving recommendation regarding the content of the curriculum and
- providing materials to control the quality of training and proposals to improve the quality of training.

Appraisal:

As the panel came to know, the Programme Head coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly. The process organisation, administrative support as well as decision-making processes, skills and responsibilities are determined transparently. The lecturers and students are involved in the decision-making processes, which affect their areas of responsibility. An advisory Board has been installed and recommendations are taken into account in the development of the programme.

The administration acts as a service provider for students and teaching staff. In terms of both quality and quantity sufficient staff is available taking account of their involvement on other programmes so that the processes described can be implemented appropriately.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and administrative Support for Students and Teaching Staff		X			
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities			X		

4.3 Cooperation and partnerships

The Department, due to own information, proactively collaborates with different Russian and foreign academic institutions to advance the scientific and academic cooperation and improve the quality of teaching. Thus, the Law Department collaborates among others with the Institute for African Studies, the Russian Association of International Law, Institute of Asia and Africa of Moscow State University, Russian UN Association, MGIMO, State Humanitarian University, Kazan (Volga) Federal University, the University of Cagliari (Italy), Lomonosov

Moscow State University, the University of Nice-Sophia Antipolis in France, Institute of Legislation and Comparative Law under the Government of the Russian Federation, Moscow State Law Academy named after Kutafin, All-Russian Research Institute of the Ministry of Internal Affairs of the Russian Federation, Ufa Law Institute, the National Aviation University (Ukraine) and several other Law Departments of HEI abroad. The activities include among others lecturing, participating in the activities of the State Attestation Commission, conducting of joint conferences. The results are, as the HEI underlines, also used for improving academic process at the PFUR. Representatives of the above academic institutes and higher education institutions are regularly invited to give lectures in the field of international relations. Cooperation with international academic institutions are executed to establish cooperation in scientific research, educational activities, student exchanges, academic exchanges and with the aim of improving the teaching staff's qualifications.

In order to train highly qualified personnel and to provide their employment, the Law Department collaborates with various companies and organisations. For the students practical training the Department has agreements with the following state agencies: Arbitration Court of the Moscow Region, Cheryomushki district court in Moscow, Gagarin district court in Moscow, the Prosecutor's Office in Moscow, the Moscow Region traffic police, the Department of the Foreign Ministry on New Challenges and threats, the Accounts Chamber of the Russian Federation, the Moscow Region Government, the Moscow Justice Department, the Federation Council and the State Duma of the Federal Assembly of Russia. The representatives of the above mentioned state bodies regularly conduct seminars and workshops for students. Besides, the representatives of several companies cooperate with the PFUR in the framework of teaching in the Bachelor programme.

Appraisal:

Cooperation with HEIs and other academic institutions/networks with effects on the programme are actively pursued. The panel members appreciate the current cooperation of the PFUR in this field. Results are among others activities such as lecturer and student exchanges, joint conferences and invitations of guest lecturers. Furthermore, PFUR is actively involved in cooperation with state bodies and other organisations and these cooperation produce concrete results, i.e. in internships for students and teaching activities. Overall, the cooperation have a permanent impact on the programme and promote the development of the students' skills regularly.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.3	Cooperation and Partnerships					
4.3.1*	Cooperation with HEIs and other academic institutions or networks (Asterisk-Criterion for cooperation programmes)			X		
4.3.2*	Cooperation with enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities

In particular 5 lecture halls, 60 seminar classrooms, 1 educational and scientific criminology classroom, 4 computer classrooms and 2 special classrooms for teaching foreign languages are used in the programme. The number of classrooms corresponds to the number of students. 23 classrooms are equipped with modern multimedia facilities (projectors, interactive whiteboards, multimedia devices). 150 computers at the Law Department have access to the Internet and the building is equipped with wireless Internet connection. The classrooms for studying foreign languages are equipped with computers, headsets, microphones, web cameras as well as a stationary projector, screen, video, DVD, the Internet and satellite TV with live broadcast programmes in foreign languages. In addition, the department has a resource center, which is equipped with 3 desktops, 4 laptops, a booklet maker, a projector and screen, a magnetic board, a flipchart, a laminating machine and multifunction products (MFPs). All the classrooms are barrier free.

A research library was established along with the foundation of the University and was reorganised in 2008 into the Teaching/Learning Information Library Center. The Library is always open apart from Saturdays and in the late evening. The Library's stock counts 1.800,000 pieces and is, as the PFUR claims, updated monthly. What is more, the library's stock is made of print and electronic publications of main study and additional literature for general and professional subjects. The electronic catalogue was introduced in 1990. Since 2010, the PFUR Electronic Library System has been providing readers with information and an access to full-text documents. Electronic resources, such as LexisNexis, National digital resource RUKONT, Scientific Electronic Library - eLibrary., Polpred.com, Students Electronic Library - IQLibrary and Swets Wise online content are available to and demanded by both students and teachers. The stock of additional literature, in addition to textbooks, includes official, reference and specialized periodicals for the programme students. The Electronic library system allows individual access for each student from any point, where there is any Internet connection.

There are 33 computers in the library rooms – these are fully stocked workstations with all necessary software. 6 additional workplaces are barrier free. WI-FI is available in the reading rooms and halls of the libraries. The development plan is, as the PFUR states, revised on a regular basis to appropriately meet the needs of education programmes. The development strategy of the library has been planned in the Medium-Term Development Programme of PFUR for a 3-year period. Annual plans of the Library development are formed on the basis of strategic objectives of PFUR.

Appraisal:

In the view of the panel, the number and size of teaching rooms and the equipment of all learning facilities are in line with the needs described for the programme, also taking into account of the use of resources for other programmes. The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students. However, in the HEIs internet system is a limitation for the students regarding the download volume. The panel recommends ensuring that all students are always able to receive all necessary material and information they need for successful studying. The quantity of workstations in general is sufficient but workstations with electrical outlets are of a smaller number. Regarding the needs of students who use their laptops, the panel recommends increasing the quantity of workstations with electrical outlets.

A library is available and open both during and outside of semester time for sufficient periods. A development plan for the library exists. Access to literature and journals as well as digital media is in line with the programme contents and up to date. The opening hours and

the support service take into account the students' needs. There are sufficient library workstations available to students with sufficient technical equipment and rooms for group work.

The relevant facilities for the programme are barrier free.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources			X		
4.4.3	Number of Technical Equipement at Library Workstations for Students			X		

4.5 Additional Services

In the University, there is a Centre for promotion of employment of the PFUR students and alumni, which collaborates with state institutions, organisations and companies. By representing the PFUR on the labour market and keeping close contacts to a wide range of employers, it is aimed to assist students and alumni in entering the job market. It also informs students and alumni about practical studies, trainings on probation, and vacancies offered by leading employers and conducts among others presentations, workshops, conferences, job fairs together with employers. Psychological consulting at the employment is also offered to students. The centre for promoting job selection and employment uses an online resource, the "PFUR practical Work and Employment", created for efficient interaction between the PFUR students/alumni and PR departments of employers.

According to own information, many alumni stay in touch with their departments, faculties, and professors beyond graduation. For the purpose of contact keeping PFUR Friends Association was established at the University. Its activities are aimed at the University's supporting relations to alumni of different generations, as well as at collaborating with Russian and foreign alumni in various areas, including giving alumni an opportunity to continuously improve their qualifications. The Department for Working with Alumni was established for the coordination of all activities which involve alumni – including alumni and alumni's associations and organisations in the University's scientific, research and goodwill projects.

The issues of social development at the University are addressed by a number of divisions, first of all by the Social Development Authority, which mainly focuses on arranging recreation and health resort treatment for the employees and their families, welfare assistance for employees and teaching personnel, issuing social allowances and certificates for employees, teaching staff and students, issuing work incapacity certificates and other. Also, the Student Council, a public authority of self-governing for the University's students, focuses its activities solving the vital problems of college kids, developing their social activities and supporting social initiatives. One of major functions of the Council is representing and protecting social, labour or other rights and legal interests of students at PFUR. Besides, there are several alternatives for material stimulating students such as academic and social allowances and scholarships.

Appraisal:

Careers advice and a placement service are offered for the students/graduates to promote employability via different ways. Besides offering assistance in entering the job market, the Centre for promotion of employment also keeps students and alumni updated on practical studies, trainings on probation, and vacancies offered by leading employers. These activities are planned on a long-term basis, performed regularly and advertised vigorously.

An alumni organisation has been set with the aim of developing an alumni network. Also annual meetings do take place. On the PFUR homepage, one finds an extra section for Alumni with relevant subsequent groups, information on TV contributions and announcement of annual meetings. Contact details of responsible persons are also given on the website. Sufficient (staff) resources are available for this purpose.

Additionally, counselling and welfare services are an integral part of the HEI's services and are offered on a regular basis.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service		X			
4.5.2	Alumni Activities		X			
4.5.3	Individual Counselling and Welfare Services for students			X		

4.6 Financial planning and financing of programme (Asterisk Criterion)

A strategic Plan of Development and PFUR faculties institutes and other divisions' development plans has been developed according to own information, and financial planning is performed clearly and in accordance to the named plan. The individual education programme is funded on a centralized basis within the framework of the PFUR general budget that, in its turn, has various revenue items, such as: Aid grants of the Ministry of Education and Science of the Russian Federation (public money), allocated to the University for each PFUR student entering the 1st year of study or already studying on the state-subsidized basis – basic (budgetary) funding; earnings from students studying on contractual basis, receipts from academic pursuits and developments performed by the University (various grants, work under business contracts) and earnings from various activities provided for in the PFUR Regulations (supplementary education, further education, providing various educational services). The financial plan is being managed and controlled by Departments deans (institutes directors). Each programme is funded according to the Cost Estimate for Implementing a Higher Professional Education Programme, adopted by PFUR, on the basis of the following cost components underlying the basic higher Professional education programme implementation:

- teaching staff salary,
- educational support personnel salary,
- administration - management personnel salary,
- students' scholarships,
- teaching materials for the programme start,

- informational and library support of the educational process,
- the level of computerization of the University and computer facilities for educational and scientific activities,
- proper maintenance of training facilities (including repairs and utility charges), the housekeeping unit ,
- laboratory and other equipment and technical training facilities,
- providing training and work practices,
- expendables,
- publishing,
- upgrading qualification of the teaching staff,
- proper maintenance of classrooms and hostels,
- outlay for scientific research,
- sports complex,
- student Cultural Center,
- policlinic,
- communication services,
- training and experimental workshops,
- business trips,
- international activities and
- law order and security.

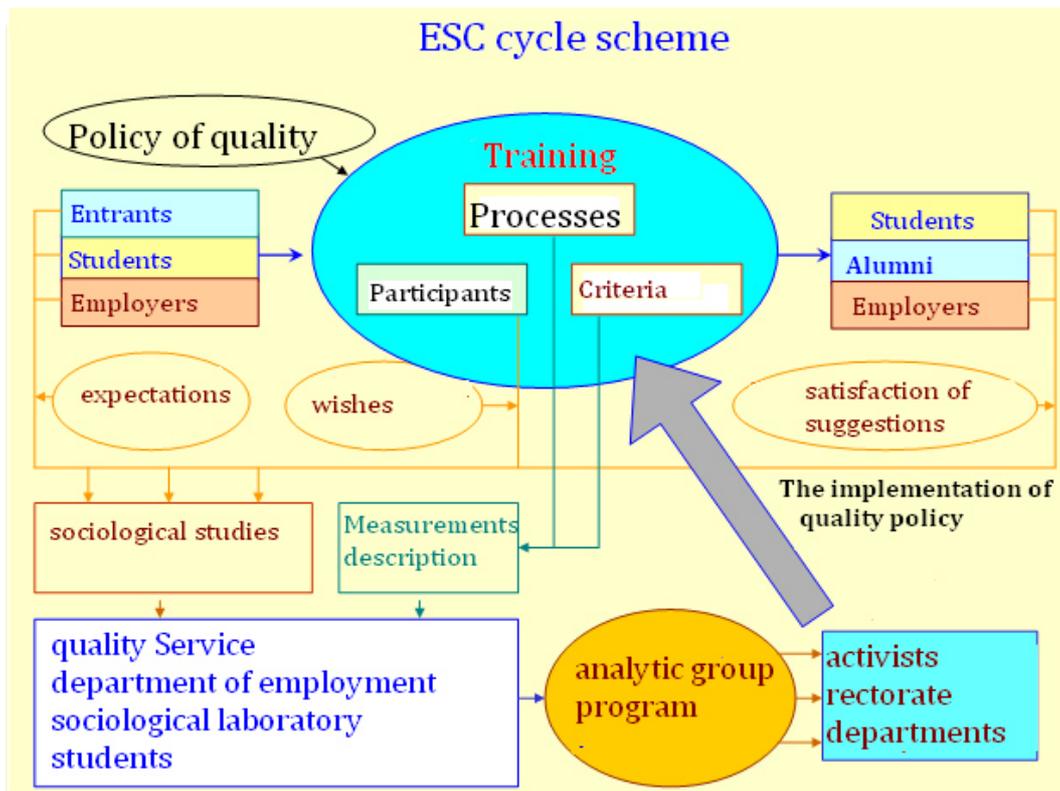
Appraisal:

The HEI has described a short and medium-term financing strategy, which includes a reasonable degree of detail and is transparent. In addition there are agreements concerning the basic funding. A general budget exists. Within the limits of a review process and with regard to financial stability of the HEI in recent years, the panel concludes that financial stability is ensured for the current programme cycle and the entire accreditation period.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.6*	Financial Planning and Financing of Programme			X		

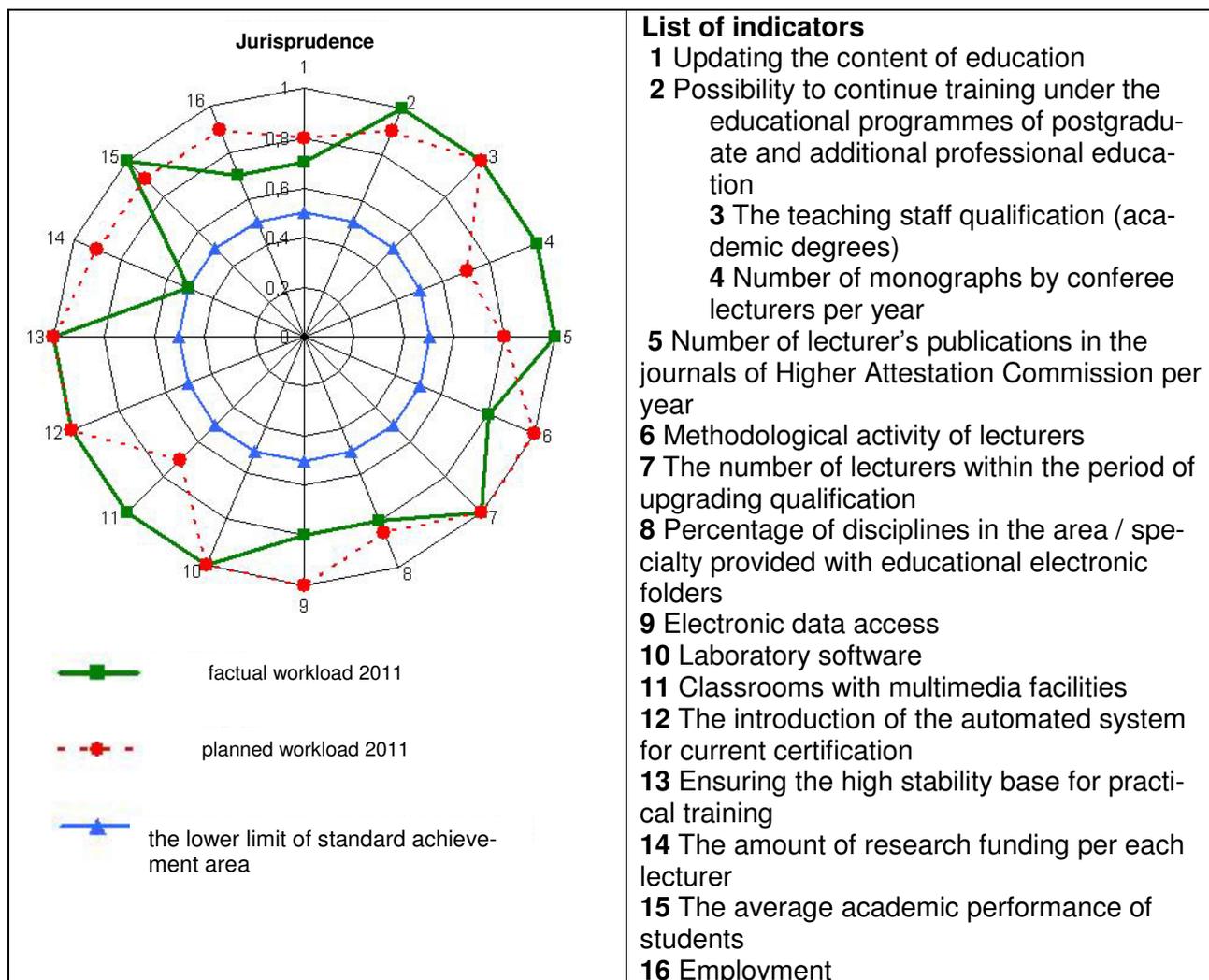
5. QUALITY ASSURANCE

According to own information, PFUR's activity quality enhancement strategy is set out in "Strategic Plan for PFUR Development for the period of 2013 - 2015, adopted by the general University conference of the teaching staff, researches and students on January 31st, 2013. This document defines key activities, their strategic goals, and quality enhancement areas. In addition, the programme at hand is, due to HEI's own information, updated on a yearly basis with consideration of the development of scientific knowledge, technologies and the social sphere. Regulations on the appointment, objectives, structure and functions of the quality system of PFUR ("The Internal Quality Management System"), as approved in 2006, do exist. It includes information on the quality management and its objectives, the questionnaires used, Students Quality Commission as well as the structure of the quality system cycle, which can be illustrated as follows:



1. Monitoring of business processes: a) populate the database from the values of criteria
N b) case studies
2. data analysis
3. Preparation of strategic and operational plans to ensure quality
4. Taking Action
5. Monitoring at a new level

As for quality management, a system, taking into account both a quality assurance policy and the University development goals, has been introduced. In order to provide control over implementation of PFUR Education Quality Assurance Programme, the Education Quality Department of Educational Policy Directorate annually monitors criteria and analyses education productivity in each faculty and area of study. The indicators obtained are entered into the database where they are normalized in compliance with established rules. The Data will then be analysed and used for the creation of strategic and operating plans of quality assurance. Finally, measures will be taken, leading to a new level of monitoring. For each activity of the University, quality parameters and their edge values (indicators) are defined for the period from 2013 to 2015 both for the entire PFUR and for each faculty and institute. Periodic reports on meeting these indicators are discussed at University-wide conferences, where amendments are made; the results are published as medium-term programmes of PFUR, faculties and institutes development. Measures on the programme implementation are discussed during the year at the meetings of the Academic Board, Rector's Office, University Management Commission, meetings at the Rector's, Pro-Rectors' briefings. As the PFUR states, its quality management system has been recognized in meeting the requirements of ISO 9001:2008 by AFNOR certification systems; IQNet (The International Certification Network), and GOST R certification system (Russia).



The assessment of PFUR training quality by students (monitoring of students' satisfaction) is performed on a regular basis by social research, including enquiry of students from all faculties, resulting in reports available at PFUR Education Quality website and accessible to all students, parents, and other interested parties. Also, PFUR attaches great importance to continuous communication with the Student Quality Commission. The Student Commission has been operating at PFUR since 2006, providing among other tasks control over arrangement and quality of training at faculties and institutes of the University, participation in education quality assurance programme development, control over courseware supply, coordination of its activities with the faculty/institute quality service, making proposals to faculties' Education Boards on adding new subjects into the curriculum, informing students on terms of and procedure for compensation for missed classes and passing examinations and providing for assistance to junior students within educational framework. What is more, direct communication of the Rector with the students at regular meetings and via e-mail are, according to PFUR; arranged on a regular basis. Results of the latter meetings are to be found at the Student Commission web page. Finally, regular meetings of Deans (institute directors) and their deputies with faculties' student education quality commissions take place.

As for quality assurance regarding teaching personnel, PFUR's education quality assessment (teacher satisfaction monitoring) is performed on a regular basis and includes enquiry of teaching staff of all faculties. The latest survey was conducted in late 2012. Reports and comparative studies regarding teachers' quality assurance are published at PFUR Education Quality website and are accessible to all interested parties. Research outcomes and scheduled relevant measures are discussed and approved by the Academic Board of PFUR and faculties' boards of studies.

The programme undergoes regular assessment by graduates and employers. According to a wide expert survey the Bachelor programme ranked first among law schools and Departments in Russia in 2012. In addition, the quality of the programme was confirmed by positive expert opinion of an independent external expert examination of the Arbitration Court of the Moscow Region Prosecutor's Office and the City of Moscow.

Requirements concerning the content of the programme, its structure and certifications are published and available for online access on the website of the HEI. This includes among others curriculum, information about the examinations and the conditions of admission (both in Russian and English). Professionally-oriented and general consulting is conducted for students in order to solve problems which are not reflected in the given documents.

Information about the activities within the programme during the academic year is presented in the Annual Report on Research, Academic Affairs, the report on the implementation of the Medium-term Department development programme and the report on the implementation of the programme concerning the quality of education at PFUR. The reports provide among others general information about the University, academic work, quality of education, scientific work, international activities, social development and extra-curricular activities.

Appraisal:

The panel members came to the conclusion that the PFUR has formulated quality targets for the development of programmes and regularly assess their implementation. Its system of quality assurance and development is designed comprehensively so that continuous quality improvement of the institution can be achieved. Also, a quality assurance and development procedure exists, which is used systematically to continuously control and monitor the quality of the programme content, processes and outcomes (quality circle). Teaching staff and students are involved in corresponding committees to plan and assess the quality assurance and development procedures.

Evaluation by the students and teachers is carried out on a regular basis and in accordance with a described procedure. The HEI handed out a questionnaire which is used for evaluation of the courses and checks among others if the estimated Workload corresponds to the actual workload of the students. Alumni, employers and organisations are involved in the quality circle as well. The panel recommends communicating the results of evaluation to all relevant parties more systematically.

As for the description of the programme content, the panel states that the programme is described in detail and the description is constantly updated. The documentation is available to interested parties, both in hard copy and electronic form, and it ensures a high level of transparency.

Also, the activities which take place during the academic year are continuously documented and published in annual reports.

Quality Ratings

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
5.	QUALITY ASSURANCE					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes			X		
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		
5.4	Programme Documentation					
5.4.1	Programme Description			X		
5.4.2	Documentation of Activities during Academic Year			X		

Quality Profile

Institution: Peoples' Friendship University of Russia, Moscow

Bachelor programme: Bachelor of Jurisprudence



Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1*	Logic and Transparency of Programme Objectives			X		
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market		X			
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)			X		
1.2.3	Positioning within HEI's overall Strategy			X		
1.3*	International Dimension of the Programme		X			
1.4	Gender equality and equality of opportunity			X		
2.	ADMISSION (REQUIREMENTS AND PROCEDURE)					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)			X		
2.3	Professional Experience (* for Master Programmes of the "further Education" Type)					X
2.4*	Ensuring Foreign Language Competence					X
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.1	Structure					
3.1.1	Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.1.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation			X		
3.1.3*	Study and Examination Regulations				condition	
3.1.4*	Student workload			X		
3.2	Content					
3.2.1*	Logic and conceptual Coherence of Programme / Curriculum			X		
3.2.2*	Rationale for the Qualification Title			X		
3.2.3*	Reasons given for programme description			X		
3.2.4*	Integration of Theory and Practice			X		
3.2.5	Interdisciplinarity		X			
3.2.6*	Methodological Competence and Academic Work			X		
3.2.7*	Performance in Examinations and Thesis			X		
3.3	Internationality					
3.3.1*	International and intercultural aspects		X			
3.3.2	Internationality of Student Community		X			
3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content			X		
3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or research-oriented skills (only for Master programmes)					X
3.4.2*	Generic Skills			X		
3.4.3*	Communication skills and public speaking skills / team-work and conflict handling		X			

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Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials			X		
3.5.3	Guest Lecturers		X			
3.5.4	Student Assistants involved in Teaching					X
3.6*	Skills for Employment / Employability			X		
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff		X			
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and administrative Support for Students and Teaching Staff		X			
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities			X		
4.3	Cooperation and Partnerships					
4.3.1*	Cooperation with HEIs and other academic institutions or networks (Asterisk-Criterion for cooperation programmes)			X		
4.3.2*	Cooperation with enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources			X		
4.4.3	Number of Technical Equipment at Library Workstations for Students			X		
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service		X			
4.5.2	Alumni Activities		X			
4.5.3	Individual Counselling and Welfare Services for students			X		
4.6*	Financial Planning and Financing of Programme			X		
5.	QUALITY ASSURANCE					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes			X		
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		
5.4	Programme Documentation					
5.4.1	Programme Description			X		
5.4.2	Documentation of Activities during Academic Year			X		